MARYLAND STATE DEPARTMENT OF EDUCATION
Preparing World-Class Students

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TO: Members of the State Board of Education

FROM: Bernard J. Sadusky, Ed.D.

DATE: December 6, 2011

SUBJECT: COMAR13A.12.02.28, World Languages
NEW
PERMISSION TO PUBLISH

PURPOSE:

The purpose of this item is to request permission to publish a proposed, new regulation, COMAR13A.12.02.28, World Languages, PreK-grade 12, and to provide the option to convene a Joint Conference Committee should you so desire.

BACKGROUND/HISTORICAL PERSPECTIVE:

In March 2010, Ms. Susan Spinnato, Education Program Specialist, World Languages, presented a proposal to change from "foreign" to world" languages to comply with regulatory changes in the State curriculum. Ms. Spinnato presented information regarding the diversity of languages taught in the State as well as the number of world languages programs being taught. A survey of Maryland public schools (2009-10) revealed that there are more than 150,000 students being taught a language other than English. She also presented a rationale for the expansion of the grade band from grades 7-12 to Prekindergarten - grade 12.

Staff convened a Work Group which included members from higher education, both two and four year institutions, representatives from local school system human resources offices, and World Languages supervisors. The group reviewed the research supporting the elementary level as being the optimum starting point for language learning. Considerable discussion focused on the need for specific preparation in the teaching of a world language as well as a pathway to allow proficient speakers entry into the profession.

The Work Group made the recommendation for two options to obtain initial certification in this area and aligned the professional education course work accordingly: Option 1 requires a degree in a world language or thirty credits in course work, specific professional education course work, and requisite experience; Option 2 requires a degree, a higher standard of language proficiency than required for initial certification, specific professional education course work, and requisite experience.

The proposed regulation was presented to the Professional Standards and Teacher Education Board (PSTEB) at its October 6 and November 3, 2011 meetings. At its November 3, 2011 meeting, the PSTEB granted permission to publish.

SUMMARY:

The ability to communicate in more than one language is an essential skill for our 21st century global society, and there is compelling evidence to support the expansion of language learning to include young learners. Additionally, this proposed change reflects a national trend in world languages instruction. The proposed regulation expands the grade band designation from 7-12 to PreKindergarten to 12 and recommends specific methodology in the teaching of World Languages as part of the professional education course work. The regulation also recommends a higher standard of testing proficiency for those individuals who may be fluent in the specific world language.

ACTION:

This item is presented for information and to provide an opportunity to request a Joint Conference Committee prior to publication should you so desire.

BJS: jes

Attachment

ATTACHMENT

.28 World Languages (Prekindergarten — Grade 12).

A. To receive certification in world languages, a list of which is maintained by the Department, the applicant shall meet one of the following options:

(1) Option 1:

(a) Earn a bachelor's or higher degree from an institution of higher education (IHE) with a major in one world language; or

(b) Complete a minimum of 30 semester hours of content coursework in one world language taken at an IHE, and

(c) Complete 21 semester hours of professional education course work taken at an IHE to include at least one 3 semester hour course in each of the following areas:

(i) Human growth and development;

(ii) Human learning;

(iii) Methods of teaching world languages;

(iv) Inclusion of special needs student populations;

(v) Assessment of students; and

(d) 6 semester hours covering the following which may also be taken through Department-approved CPDs:

(i) Types of reading;

(ii) Use of reading assessment data to improve instruction;

(iii) Skills in reading including cognitive strategies in reading;

(iv) Reading instruction including reading aloud strategies and methods for diagnosing reading difficulties and making instructional modifications and accommodations for the student;

(v) Strategies for intrinsic and extrinsic motivation for reading;

(vi) Teaching students to learn from text by applying theories, strategies, and practices in daily classroom use including additional content in types of reading using authentic texts;

(vii) Skills in reading including processing of multimedia information and strategies to connect reading with study skills; and

(viii) Reading instruction that integrates content area goals with reading goals including strategies for students to communicate effectively orally and in writing about what they have read in content area texts; and

(e) Complete a teaching experience in one of the following ways:

(i) A supervised experience in a public or approved nonpublic school setting at the appropriate age or grade level and in the subject area for which the applicant is seeking certification; or

(ii) 1 year of satisfactory full-time teaching experience in a public or approved nonpublic school setting at the appropriate age or grade level and in the subject area for which the applicant is seeking certification.

(2) Option II:

(a) Earn a bachelor's or higher degree from an institution of higher education (IHE);

(b) Present qualifying scores beyond those required for initial certification on Department-approved content assessment(s);

(c) Complete 21 semester hours of professional education course work taken at an IHE to include at least one 3 semester hour course in each of the areas specified in §A(1)(c)-(d) of this regulation; and

(d) Complete a teaching experience as specified in §A(1)(e) of this regulation.

B. For the content course work required in §A(1)(b) of this regulation:

(1) A minimum of 50 percent of the required content course work shall be taken at the same institution; and

(2) A minimum of 12 semester hours of the required content course work shall be upper division course work.